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ABSTRACT

A selection of 26 operational linkage programs are described in the supplemental document, providing career education practitioners with examples of program development and operation in the area of school-work relationships. The programs are grouped under four categories and in terms of their relationship between education and work: (1) communication, programs that open avenues of information exchange; (2) participation, programs that facilitate recommendation and advice exchanges; (3) substitution, programs that periodically replace school setting or teacher with workplace and supervisor; and (4) integration, programs that aim toward making education and work a single process. Individual program discussions include title, contact persons, location, specific problems addressed, intent, specific program description, educational level and type, history, organizations involved, funding, and impact. An index is provided which cross references each program by its educational level and the service it primarily provides, including: curriculum, evaluation, guidance, manpower utilization, and planning. (LH)

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Supplemental Report of the
State-Level Study in Career Education

Bridging the Gap: A Selection of Education-to-Work Linkages

Richard I. Ferrin, Project Director
Solomon Arbeiter, Project Codirector

BRIDGING THE GAP: A SELECTION OF EDUCATION-TO-WORK LINKAGES

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Richard I. Ferrin, Project Director

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June 18, 1975

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The College Entrance Examination Board is a nonprofit membership organization that provides tests and other educational services for students, schools, and colleges. The membership is composed of more than 2,000 colleges, schools, school systems, and education associations. Representatives of the members serve on the Board of Trustees and advisory councils and committees that consider the Board's programs and participate in the determination of its policies and activities.

College Entrance Examination Board, 888 Seventh Avenue, New York, New York 10019 (212) 582-6210

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INTRODUCTION

In the summer of 1974 the College Entrance Examination Board, under a grant from the National Institute of Education, undertook to study and analyze the linkages that exist as individuals move to continue their education from school to school, school to work, within work, and from work to school.[1] Staff of the College Board's central office in New York coordinated the project. Their initial field visits and consultations with advisers and career education practitioners from school and industry led to the realization that the total array of education and work linkages was too great to be studied within the year assigned. Accordingly, with NIE's concurrence, the project concentrated on the linkages that exist to facilitate the transition between school and work. The analysis contained in the full report is primarily concerned with this area of transition.

The full report limits, by definition, the scope of work (e.g., paid, at least half-time, etc.) and education (e.g., taught by someone, at a place and time, etc.) and then proceeds to analyse the processes of school-to-work linkages and their outcomes. A framework for the conceptual viewing of linkages is established, and the observations that resulted from visits to four states are described. Lastly, as derived from the state visits, extensive reading, and advice from career education practitioners and theorists, recommendations are made to NIE for the future funding of projects to facilitate the school-to-work transition.

When undertaking a research project of this nature there is always the hope that the results of the activity will prove both illuminating and useful. Illuminating in the sense that the results cast light on a problem and enable individuals to view this problem from a new perspective, or perhaps in that a heretofore hidden part or dimension of an existing activity is highlighted and seen clearly for the first time. Useful in the sense that practitioners in the field may immediately apply some of the insights or instruments that result from the study to the solution of everyday problems that beset institutions and individuals. We trust that this supplemental report is both illuminating and useful. It is intended to give individuals involved in bringing education and work closer together (e.g., career education directors, school and college faculty and administrators, community leaders, business people, etc.) some ideas of the kinds of programs currently under way that seek in various ways to link these two worlds.

We have selected 26 operational linkage programs out of the nearly 200 we reviewed as part of our research activities. Although our research was not designed to enable clear judgment of whether these 26 are the "best" of their type, they do represent different stages

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1. In this report school refers to public and private institutions at the secondary and postsecondary levels.

of education-to-work linkages currently in operation in the United States. They have been reviewed by the directors of each program for content and accuracy--and each director has supplied the "impact" statement for the program.

These linkages run the gamut from communication of information about the learning place and work place to programs that integrate the learning and working processes, a continuum discussed at length in the full report. The various stages are described as a continuum according to their degree of linkage:

Separation
Communication
Participation
Substitution
Integration

At one end are programs in which there is a nearly total separation of the learning place and the workplace, and the education system operates without any contact with business or industry. At the other end is the ultimate linkage in which one system performs the functions of both education and work. The student/worker would be simultaneously and continuously learning knowledge and skills and producing goods and services.

ORGANIZATION OF THE SUPPLEMENTAL REPORT

We have grouped our operational linkages into four of the five continuum categories described above in order to facilitate their review by practitioners.

The first series of linkage programs comes under the heading of communication devices. They are primarily intended to open a dialogue and an effective exchange of information between the worlds of education and work. The intention is not so much to effect change as to influence perceptions and attitudes. For example, the Computer Assisted Career Information System in New Jersey, a centralized data bank with a remote terminal network, falls within this category.

The second series is grouped in the category we have described as participation. This is one step beyond communication, and programs in this category move toward facilitating and fostering recommendations and advice to be made by one party to the other. An example is the Community College Occupational Evaluation System in California which has provided community colleges with a system to permit assessment of occupational programs by a diverse group of competent professionals.

The third series encompasses programs that come under the category of substitution. These are programs that periodically replace the school setting or the teacher with the workplace and the supervisor. The current move toward cooperative education is an example of a substitution program, and we have included the Cooperative Education Program at La Guardia Community College in New York, a program that allows every student

Chart 1. Process-Intensive Functions as Related to Degree of Linkage

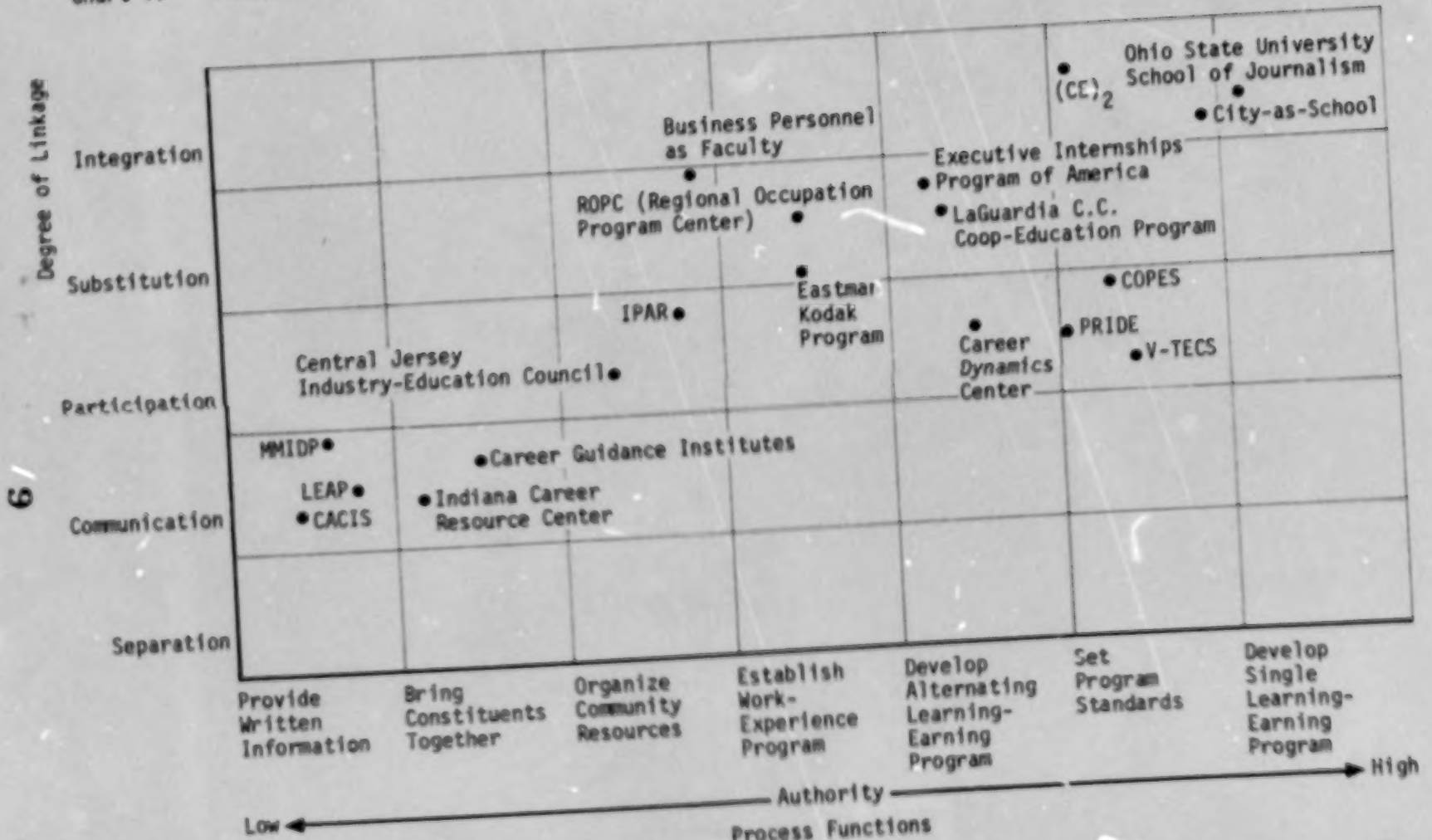
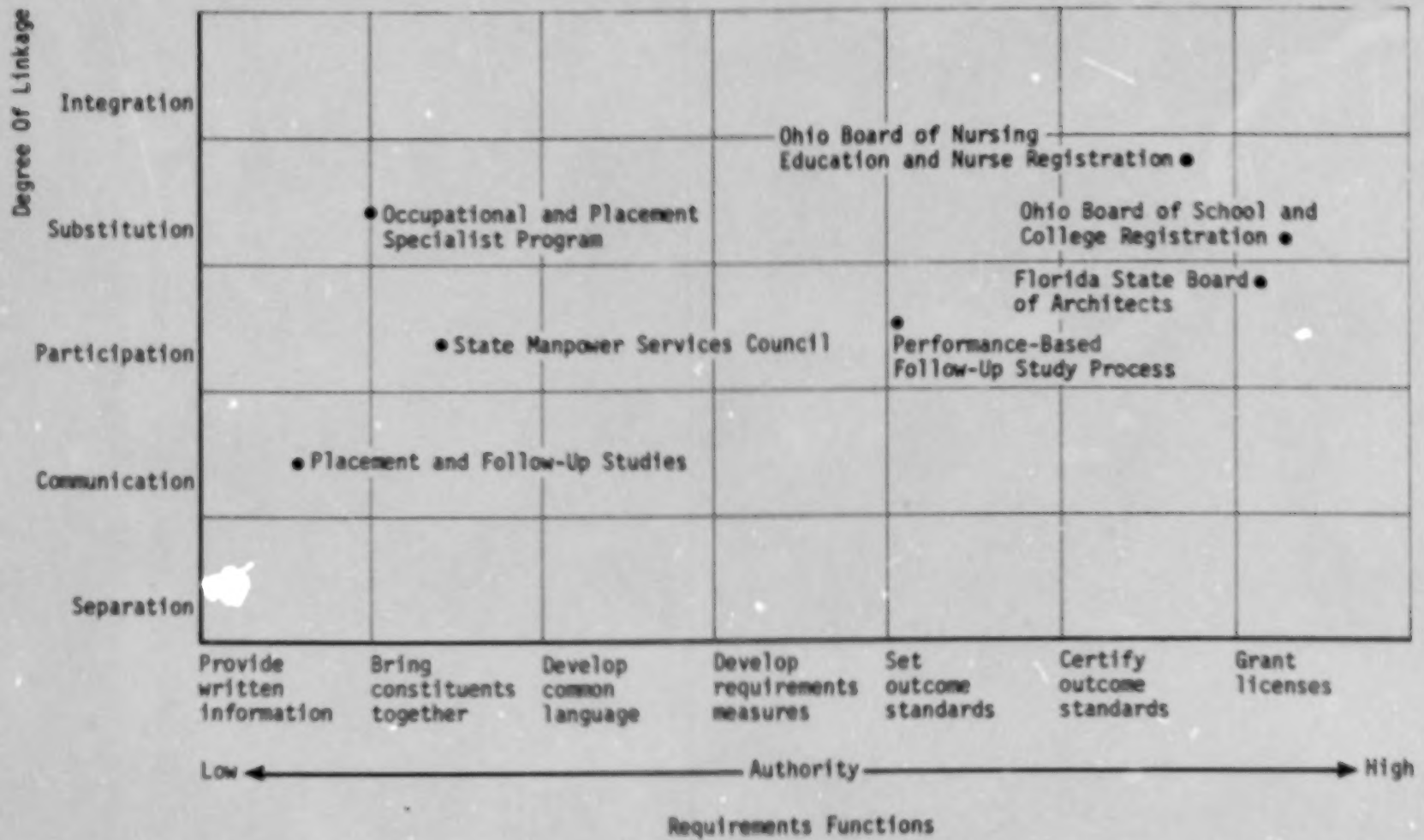


Chart 2. Requirements-Intensive Functions as Related to Degree of Linkage



to be involved in a work setting at some point during his/her college career.

The fourth and last series, and the smallest grouping, come under the heading of integration. These are programs aimed toward making education and work a single process in which the individual learns and earns simultaneously. In our specialized society this type of process is rare and normally affects a limited number of individuals in special situations. The Community Experiences for Career Education Program in Oregon is one that provides an individualized approach to student learning where most of the activity occurs in the community. However, as the reader will note, it affects a very small number of students and has, to date, required outside funding for its operation.

USES OF THE SUPPLEMENTAL REPORT

We trust that the programs and activities described in this supplemental report will prove useful to career education practitioners by giving them specific "how to" insights in developing and operating programs needed by the students for whom they are responsible. We also hope that practitioners will be enabled to look at their own situations in school or in industry in terms of their degree of linkage and refer to the appropriate groups of profiles to learn about programs that might supplement their current offerings or provide ideas for programs that will move them to a closer level of cooperation. We have also provided Charts 1 and 2 which display the 26 linkages across an authority level in addition to the continuum stages. Practitioners are thus able to locate their program, or plan new programs, with regard to the influence the program may wield. A trade-off we have observed in this regard is that the greater the power sought for a linkage mechanism, the greater the move toward a public agency and the concurrent loss of the spirit of voluntarism.

An index cross referencing each linkage program by the educational level it primarily serves (secondary, postsecondary, etc.) and the service it primarily provides (guidance, evaluation, etc.) is given at the end of the profiles.

We believe that there are generally two approaches toward social change--evolutionary and revolutionary--and that America has generally opted for an evolutionary and incremental approach toward changes in its social system and institutions. These 26 linkage programs and mechanisms represent the vanguard of an incremental change in our education and work system. The broad range of cooperative ventures we have observed during the course of this research project reveals the initiation of a major evolutionary change in the way schools and businesses perform their functions.

We were witness to many instances of the "humanizing" role of industry and the concomitant "training" function of education as preparatory to a life of work. We heard businessmen in open meetings with educators argue strongly for a general and broad-based education for

students as the most effective kind of job preparation and, conversely, heard a superintendent of schools speak of the need for increased occupational training for students as the most efficient part of their education.

The impression a visitor to this "twilight zone" between the spheres of education and work receives is one of people and institutions moving toward one another, however haltingly. A comprehensive review of the purposes and descriptions of the linkages contained in this supplemental report gives an impression of movement toward a system of learning and earning that permits individuals to transfer from one process to the other with a degree of ease. In fact, the literature pertaining to a "learning society," which describes recurrent education and lifelong learning for individuals, predicts a society in which such transfers can be made with ease and would be encouraged by both employers and schools. What we perceive in the area of "linkages" are the emerging mechanisms and processes that will aid the flow of individuals in a learning society.

It is often difficult for practitioners to perceive their place in the tide of events. However, educators and businessmen concerned with reaching out to one another and facilitating the transition of individuals between the workplace and the learning place may find that reviewing these linkage programs serves as a psychic reward for their efforts. There are a multitude of practitioners struggling with the same problems, and taken as a whole they are making progress.

COMMUNICATION

..... primarily intended to open a dialogue
and an effective exchange of information
between the worlds of education and work.

TITLE Career Guidance Institutes (CGI)

LOCATION Major metropolitan areas

CONTACT PERSONS

Fred Wentzel & Sister Rita Fantin
Career Guidance Institutes Program
National Alliance of Businessmen
1730 K Street, N.W.
Washington, D.C. 20006
(202) 254-7146

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

Most high school students, particularly disadvantaged youth, rely on high school counselors for their career information. Traditionally high schools have emphasized preparation for college and have not developed resources or information to assist noncollege youth in making good career decisions. The CGI brings businessmen and educators together to give teachers and counselors a better idea of the career opportunities available to students entering the job market after graduation from high school or college.

INTENT OF PROGRAM

To improve and expand career guidance delivery systems in schools that have large concentrations of needy youth.

DESCRIPTION OF PROGRAM

The National Alliance of Businessmen supports Career Guidance Institutes at the local level as a means of helping local school system personnel achieve a greater understanding of the career counseling needs of disadvantaged youth and of the private sector employment opportunities open to these youth upon their graduation. The institutes include representatives from all sectors of the community: educators, business people, students, community leaders, and labor leaders. Institute participants divide their time between the classroom seminars and field visits to local business and industry. Institutes usually are sponsored by a local institution of higher education or the public school system, so that participants can be awarded credit.

The NAB spends about $350,000 a year to conduct 80-100 institutes. Institutes are of two types: (1) 1- or 2-day leadership institutes accommodating 100-150 education, business, labor, and community leaders, and (2) 60-hour institutes involving 20-30 teachers, administrators, and counselors.

EDUCATION LEVEL AND TYPE

Secondary, primary, and postsecondary institutions (in order of priority)

HOW AND WHEN ESTABLISHED

In 1969, the NAB inherited the CGI program from Plans for Progress, a group of business leaders appointed by the President who assisted the government in encouraging business and industry to provide equal employment opportunities to all qualified persons.

ORGANIZATIONS INVOLVED

National Alliance of Businessmen (NAB), colleges and universities, and local nonprofit corporations.

FUNDING

NAB is supported by the U.S. Department of Labor and private donations from business, industry, and private foundations.

IMPACT

Where Career Guidance Institutes have been conducted, the high school dropout rate is beginning to decline. In these areas the flow of untrained and unskilled youth into the job market is leveling off and the improved skill level and motivation of disadvantaged high school graduates is making them competive with non-disadvantaged graduate job seekers.

Institutes that involve educators and industrial personnel in intensive, personal interaction produce significant attitudinal changes among both groups. Both educators and businessmen come away from Institute sessions with a greater appreciation for the need to improve career guidance programs in high schools and to open additional job opportunities in the private sector for disadvantaged youth.

Equally important, students having direct contact with Institute participants are making better career choices, showing greater interest in related high school training courses, and improving their communication skills.

TITLE Computer Assisted Career Information System (CACIS)

LOCATION State of New Jersey

CONTACT PERSONS

Al Weitz
Director, Vocational Program Development
N.J. Department of Education
Division of Vocational Education
225 West State Street
Trenton, New Jersey 08625
(609) 292-6340

or

Robert Osgoodby, Coordinator
Asbury Park Board of Education
1506 Park Avenue
Asbury Park, New Jersey 07712
(201) 775-1310

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

Required for New Jersey's career development efforts was an information system that facilitated a centralized approach to data collection, economical operation, and rapid updating, and provided a capability for serving remote user sites within the state. Phase I, as indicated under "Description of Program" below, is typical of a CACIS response to the need for the availability of realistic and up-to-date job information for students and faculty. The CACIS data bank, incorporating extensive Local Education Agency input, provides a delivery system for each of the three phases that enables participating LEAs to cope with and use effectively the rapidly expanding wealth of career-oriented information.

A direct result of the emphasis placed on operational costs has been the establishment of regional communications centers. One located in the central part of New Jersey (Edison) and another in the southern part of the state (Bridgeton) have contributed to reduction of telephone communications cost through a minimum investment in capital equipment. Each of the regional centers has a built-in capability for accommodating low-cost expansion of the terminal network from current size to the projected capability of an estimated maximum of 200 terminals served by the central base, located at Asbury Park.

INTENT OF PROGRAM

Design, establish, and operate a centralized data bank, including a remote terminal network system, as a supportive service to Local Education Agencies for career development information collection, retrieval, and dissemination functions.

DESCRIPTION OF PROGRAM

The uniqueness of CACIS stems from the establishment of a centralized data bank, which utilizes current computer technological practices to serve remote Local Education Agency terminal sites through telephone communications for a three-phased information system.

Phase I. Job Matching - Job Placement - The DOT classification system forms the core for information whereby participating LEAs put in and extract information for serving secondary students. The role of LEA Job Placement Coordinator is highly important to this effort. (Updating the capability of data is an integral part of the system design for this and other phases.)

Phase II. Community resources - School/home/community resources are collected and programmed for a variety of uses by LEA professional staff in career development planning and instruction activities. LEA-related school/home/community resources are compiled and programmed for use by LEA staff for career development planning and instruction activities. The system design for this phase also includes provision for student inquiry, grades K-12.

Phase III. Students assessment - The need for hard data reflecting students' career development experiences and activities received priority consideration in system design. Particular effort has been made to collect data relative to knowledge, skills, and attitudes of elementary, middle, and secondary school students participating in the various components of the Governor's Career Development Project. Commercial and teacher-made instruments are being used for a developmental approach to resolving the critical need for such data.

A projected product of CACIS is a phase designed for student follow-up.

EDUCATION LEVEL AND TYPE

Grades K-12, public education.

HOW AND WHEN ESTABLISHED

New Jersey's career development experiences, 1965-1970, identified the critical need for an effective information system. From this need evolved a system designed to be responsive to the specific needs relative to career-oriented information processing within an expanding state-sponsored Career Development Project. Required fiscal resources for this purpose were authorized from U.S. Office of Education funds. This grant, supplemented by state and local funds, facilitated planning, development of computer programming, equipment installation at the central computer site, State Education Agency and Local Education Agency staff orientation, and system operations commencing with the 1972-73 school year. The system design includes the capability to survey student and teacher needs, grades K-12, as indicated in the preceding description.

ORGANIZATIONS INVOLVED

Close coordination for this project has been developed between representatives of Region II, U.S. Office of Education; Division of Vocational Education, New Jersey Department of Education; and Local Education Agencies. LEAs participating in the state-funded Governor's Career Development Project are the principal recipients of CACIS services. Particular mention is merited by the Asbury Park School District where the central computer is located. A considerable amount of technical support has been contributed gratis by the computer equipment vendor. Local business and industry representatives have been highly

supportive and most cooperative in the collection of data via surveys and direct contact.

FUNDING

U.S. Commissioner Part C Discretionary Fund; Vocational Education Act of 1968 amended.

IMPACT

Federal, state, and local funds have been used to develop, from 1972 through 1974, a three-phased career-oriented information system for grades K-12. Direct results of the developmental activities have been the following.

LEA staff development in computer usage.
Development and implementation of standardized data collection for Phases I, II, III.
Increased involvement of LEA guidance specialists in career development activities.
Effective minimizing of operational costs.
Development of a system that has transportable features for use or adaptation by other states or educational agencies involved in career development activities.
Implementation of spinoffs, through the efforts of the central computer director, whereby participating LEAs have access to CAI and time-sharing system for occupational and college information at no additional cost.
LEA-oriented occupational data are rapidly and accurately accessed.
CACIS system has built-in control for security of confidential information, particularly student biographical data.
Use of DOT classifications facilitated the use of job placement information by LEA personnel because this is the basic system used universally by business and industry. Orientation to DOT is more readily accomplished because materials related to it are more readily available and can be put to use in shorter periods of time than would be encountered in adoption of other classifications such as Roe or Holland.
Students seeking part-time and full-time employment are using CACIS to explore work experience opportunities in their respective community areas. Invariably, this leads to further inquiry for decision-making information, which in turn increases requests and need for appropriate guidance and counseling. Requests are usually presented to the job placement coordinator who, in turn, brings his own and other guidance specialists' resources to bear in response to an individual's concerns. In many districts, this action has caused a review of guidance functions, priorities, and methodology.
Increased use of college and occupational information by students is reported by job placement coordinators. Specific instances in which this has contributed to observable career decisions by secondary students have been reported.
The CAI information bank (approximately 40 titles at present) is facilitating the infusion of career development elements into existing curriculum in various disciplines. This is a limited start that can be expanded to a high level within CACIS system capability without major modification.
Additional data storage can be accommodated readily when necessary via additional accessary units at modest cost.
A predictable outcome of CACIS development experiences is seen in its adaptation by independent LEAs currently using computers for administrative

purposes. Purchase of CACIS, which is in public domain, facilitates transfer to any existing system with minimum programming costs.

Use of a COBOL-based language (modified) for student interaction with CACIS has "humanized" response modes, thereby reducing the negative reaction to this aspect by critics of earlier efforts by other educators.

TITLE Indiana Career Resource Center

LOCATION South Bend, Indiana

CONTACT PERSON

Gerald Dudley, Ph.D.
Director
Indiana Career Resource Center
1205-09 South Greenlawn Avenue
South Bend, Indiana 46615
(219) 289-2851

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

1. Effective implementation of career education involves a human relations approach to learning. At the center, the career educational learning environment takes advantage of school, community, and home.

2. Lack of accessible information is resolved by many techniques of information dissemination, including a mobile classroom and audiovisual materials; a wide variety of career education information is available for dissemination.

3. Lack of community resource indices was motivating factor in development of occupational resource directory "Peoples in Careers" for use in the local community. This idea has been further developed by a university and a school system into a computerized storage and retrieval system for descriptions of work settings and worker activities.

4. Community often offers technical assistance to the occupational education and institutions, but the center renders assistance to the community also.

5. Lack of clearinghouse of information was resolved by the center's survey of curriculum materials, and purchases of many found useful.

INTENT OF PROGRAM

The center is a statewide resource of career education consultants, methods, and media that is available on request to Indiana educators.

DESCRIPTION OF PROGRAM

The center provides: (1) in-service training, (2) preservice career education workshops, (3) career curriculum development consultation, (4) a mobile media center for display and loan of career-related media, (5) graduate school courses. The mobile media center is driven throughout the state and is also used as a counseling office to train guidance counselors in career development methods. The project serves all 310 school districts in Indiana through its part-time director, five full-time career consultants, a commercial artist, and a librarian/office manager. The center has developed a Resource Bibliography, three 16mm films, and many techniques for effective in-service training.

EDUCATION LEVEL AND TYPE

Elementary and secondary schools

HOW AND WHEN ESTABLISHED

A need was expressed by community members of the South Bend, Indiana, industrial complex that non-college-bound students lacked information on career alternatives. In 1969, the State Department of Public Instruction funded a pilot center to remedy the problem. Later focusing on career education for all students, the center is a continuing service and information source.

ORGANIZATIONS INVOLVED

Local school staff, postsecondary institutions, business and industry organizations, and community groups.

FUNDING

Federal Vocational Education Act monies furnished $100,000 to the center, and $30,000 to the mobile classroom in 1973-1974.

IMPACT

Career education is a concept that has new meaning for practicing educators, teacher and counselor educators, and future potential educators. As with any new concept, a practical implementation system is necessary before student impact can be measured. The Indiana Career Resource Center staff provides the staff development and curriculum redesign workshops statewide at the request of local schools. Because the service is requested and not mandated; because the development is locally designed and not universally packaged; and because experiential learning rather than didactic listening is utilized with educators, career education is becoming a positive movement in Indiana. With this belief that all educators can play a vital role in the career development of youth, this center and others like it are causing a redesign of learning opportunities that relate education to the world of work.

TITLE Local Education Agency Planning (LEAP)

LOCATION State of Ohio

CONTACT PERSONS

George Kosbab
Assistant Director, Administration and Planning
Division of Vocational Education
Ohio Department of Education
Ohio Departments Building
Room 907
Columbus, Ohio 43215
(614) 466-3430

or

James Cummins
Supervisor, Administration and Planning
Division of Vocational Education
Ohio Department of Education
Ohio Departments Building
Room 904
Columbus, Ohio 43215
(614) 466-2095

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

1. Need for updating local plans for vocational education.

2. There was no common format for local plans for vocational education, and these plans were not consistent with the format of the State Plan for Vocational Education.

3. Local planning districts did not have manpower data for use in planning for vocational education.

INTENT OF PROGRAM

To assist local education agencies to improve the quality of planning for vocational education, to develop a system of planning in the 108 vocational education planning districts that is compatible with state planning, and to update the original plan for vocational education in each vocational education planning district. The primary objective of this project was to develop a model for local school districts to use for program planning and development that is compatible with state planning by the Division of Vocational Education, State of Ohio.

DESCRIPTION OF PROGRAM

LEAP developed a set of manpower projections and planning forms for each vocational education planning district to use in planning for vocational education. These projections were developed from census data with the cooperation of the Ohio Bureau of Employment Services. The vocational education planning districts used the projections to help make decisions to improve local planning for vocational education. Each vocational education planning district was provided a set of

planning forms, with appropriate instructions, which included each objective identified in the State Plan for Vocational Education. Regional conferences were held to assist local education agency leadership personnel with the planning process. A copy of each vocational education planning district plan for vocational education was sent to the Division of Vocational Education for state planning purposes. Since the planning documents are consistent with the objectives in the State Plan for Vocational Education the information generated by each vocational education planning district is more transportable and therefore more useful.

EDUCATION LEVEL AND TYPE

Public schools K-12, including adult education

HOW AND WHEN ESTABLISHED

In 1969, the Ohio Legislature established that by September 1, 1974, each school district must have plans to provide for a minimum of 12 different vocational education job-training offerings and 20 classes of vocational education under the foundation program. Each of the 108 vocational education planning districts in Ohio completed a plan for providing job training programming to meet this mandate.

ORGANIZATIONS INVOLVED

Division of Vocational Education in the State Department of Education and 620 school districts that have formed 108 vocational education planning districts.

FUNDING

The funds were granted through the federal EPDA Act, which allowed for professional development in the state. Ohio was granted $109,824 for the project.

IMPACT

The LEAP Project has initiated a vast amount of local planning for vocational education that is consistent with the state plan format. Since each planning district developed a comprehensive plan, the summation of all 108 vocational education planning district plans will provide statewide information for many purposes. LEAP has resulted in local and state communication and has provided the opportunity for further educating local leadership personnel in such topics as Career Education, Occupational Work Adjustment, Adult Education, and Job Training programming.

LEAP is expected to improve statewide planning since state leadership personnel will have information and one-year and five-year projections including equipment and construction expenditures for each vocational education planning district. These data will provide a basis upon which to compare state staff projections for programming via individual service area.

The end result of this project will be improved annual planning and five-year projections for vocational growth, in keeping with the current guidelines issued by the U.S. Office of Education, for the development of the state plan.

TITLE Manpower Management Information Dissemination Project

LOCATION Ventura County, California

CONTACT PERSONS

John L. Van Zant
Director of Occupational Education (Project Co-Director)
Ventura County Superintendent of Schools Office
Ventura, California
(805) 487-5511 ext. 4421
or
Dennis Bean
Project Economist
Ventura County Superintendent of Schools Office
Ventura, California
(805) 487-5511 ext. 4404

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

1. The primary manpower projection techniques should be independent of the traditional employer mail surveys and advisory committee opinions. These traditional techniques, while very useful, simply do not provide a planner with all the occupational employment data he needs.

2. The manpower projection process should be based on established data-collecting and occupational classification systems.

3. The projections should be on a recognized local geographical data-collection area that can be the basis for comparison to similar national data.

4. The process should be transportable to other local areas.

5. The process should be relatively inexpensive to develop and maintain.

6. Vocational and occupational programs should be based on projected manpower needs systems for more realistic programming and evaluating.

INTENT OF PROGRAM

This program is designed to fulfill the information and dissemination requirements of the California Manpower Management Information System (MMIS). The three major segments of the project are the Manpower Projections component, the Educational Resources component, and the Community Profile component.

DESCRIPTION OF PROGRAM

Recent changes in the California education code requiring that young people obtain a salable skill before leaving high school, and the necessity of preparing local district plans for vocational education based on manpower needs analysis, created a demand for a forecasting tool that can provide both present actual employment data and projected labor needs. One such tool, the Manpower Projection Model (MPM), has been useful to schools in Ventura County in the development of vocational education plans. The general goal of the MPM was to develop a short-term (up to five years) manpower needs projection system

for a Standard Metropolitan Statistical Area. Information from this process, currently provided by the State Employment Development Department, is useful to educational planners for curriculum development, determining staffing needs, facility planning, area planning, and career guidance and counseling information.

The Manpower Management Information System project (MMIS) is designed to develop a comprehensive information system to match manpower supply data with manpower demand data. The immediate objective of this project is to match occupational projections for 5-year and 10-year periods for approximately 450 occupations in about 200 industrial categories of Los Angeles, San Bernardino, Riverside, Orange, and Ventura counties with current and projected student population. Two major informational components of MMIS--the "industry-occupational matrix" and an "educational resources inventory"--will interface within the system.

The Manpower Management Information Dissemination Project (MMIDP) was designed to continue and augment key portions of the Manpower Projection Model (MPM). It is also the dissemination element of the MMIS project. The major 1973-74 activities of MMIDP were to: (1) provide up-to-date MMIS information to occupational education practitioners through workshops and training sessions, and to (2) collect and coordinate data at the state and local level.

Information has been disseminated in approximately 25-30 workshops and training sessions and has involved participants from national, state, and local organizations and institutions.

Ventura County's 1974-75 MMIS activities include both statewide dissemination and the quantification/qualification of occupational training supply elements.

EDUCATION LEVEL AND TYPE

Secondary school and community college

HOW AND WHEN ESTABLISHED

The development of the MMIS started as a two-year project in 1971 sponsored by the California State Department of Education and the Chancellor's Office of the California Community Colleges with financial assistance from Part C of the Vocational Education Amendments Act of 1968. At the operational level, it became a cooperative effort among the California State Department of Employment Development, the Ventura County Community College District, and the Ventura County Superintendent of Schools Office.

As the project developed and interest grew, other organizations and agencies joined in its development. The U.S. Bureau of Labor Statistics, the Los Angeles County Schools, the San Bernardino and Riverside Regional Vocational Planning Committee, and the San Diego Vocational Planning Committee became working representatives.

ORGANIZATIONS INVOLVED

California State Department of Education, State Employment Development Department; Ventura County Community College District, Ventura County Super-

intendent of Schools Office, and the Chancellor's Office of the California Community Colleges.

FUNDING

Federal funds from the Vocational Education Act, Parts C and D, supported most of the overall program. However, considerable funds were expended by the State Employment Development Department to produce the manpower projections. The State Department of Education has also provided additional 1974-75 funds to administer four in-service training workshops. The total Ventura County 1974-75 dissemination and research budget is $120,758.

IMPACT

When fully developed and implemented, the Manpower Management Information System will generate a greater quantity of significant data, in standardized terminology, to assist in determining vocational education priorities and policies. Information on the present status of training programs, as it pertains to industry/occupational projections, will be readily available to the vocational education administrator. The occupational counselor will find the resulting market demand/supply data useful for counseling students toward realistic and rewarding occupational selections and related training programs.

Other benefits expected to be derived from this project will be the elimination of present duplication of reporting efforts, a process for translating manpower projections into potential training program needs, the identification of specific curriculum requirements, an accurate and concise statistical explanation of the total occupational education delivery system, and the availability of a variety of information vitally useful for occupational counseling.

In general, the system will provide a basis for standardized data collection, which will result in improved communications and decision-making capabilities.

TITLE Placement Services and Follow-Up Studies Program

LOCATION State of Florida

CONTACT PERSONS

Roy Giehls, Consultant
Bureau of Vocational Research and Evaluation
Department of Education
254 Knott Building
Tallahassee, Florida 32304
(904) 488-8401

or

Donald E. Darling, Director
Pupil Personnel Services
Division of Elementary and Secondary Education
Department of Education
109 Miles Johnson Building
Tallahassee, Florida 32304
(904) 488-5011

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

1. Limited placement services and follow-up studies have been conducted in Florida for a number of years prior to the 1973 legislation, but in general they have not been systematic in nature and have not included all students.

2. Many "dropouts" simply leave school without any counseling or any assurance of employment or further training. The school system needed information on where it was lacking in its program and what should be done to revise it in order to prevent more students from leaving.

3. Graduating seniors or other students who leave school often are uninformed regarding educational and employment opportunities.

INTENT OF PROGRAM

To meet students' needs in seeking postsecondary employment and/or education; to provide material for evaluation of effectiveness of school and district instructional programs in light of those needs; to provide information for evaluating the effectiveness of both services and instructional programs in light of those needs; and to provide data for use in adjusting curriculums, if needed.

DESCRIPTION OF PROGRAM

Guidelines specify that prior to September 1, 1974 each school board shall adopt district-wide plans to provide placement services and follow-up studies. The plan for placement services must describe or define: (1) person or persons responsible for developing, implementing, and evaluating the plan; (2) population to be served; (3) procedures for implementing services; (4) duration of placement services; (5) collection of placement data, and (6) analyses of data. The follow-up plan must include: (1) person or persons responsible for conducting follow-up; (2) population to be followed up;

(3) schedule for conducting follow-up studies, and (4) information needed for conducting and examining follow-up studies.

EDUCATION LEVEL AND TYPE

Public secondary schools (grades 8-12), area vocational-technical centers.

HOW AND WHEN ESTABLISHED

The 1973 Florida Legislature passed a bill stating: "On or before September 1, 1974, each district school board shall establish and maintain job placement and follow-up services for all students graduating or leaving the public school system, including area vocational technical centers."

State Board of Education regulations pertaining to adequate guidance services were amended in 1973 to require placement services and follow-up studies for all students graduating from or leaving the public schools.

ORGANIZATIONS INVOLVED

State Department of Education, Florida State Employment Service, Manpower Area Planning Council, each district school board, Florida Department of Health and Rehabilitative Services

FUNDING

Although no categorical funds have been specifically allocated, funds from state-supported Career Education and Occupational and Placement Specialist Programs may be used along with local education dollars.

IMPACT

Placement and follow-up fit among the general thrusts of education in Florida:

First is the move toward accountability, which, in Florida, is concerned with what comes out of education and calls for reports on results achieved and what it took to achieve them.

Second is the area of educational renewal, which emphasizes a continuous feedback process that helps to maintain the responsiveness of the system and helps in planning and carrying out specific changes in the educational program itself.

Third is the comprehensive planning process, the means by which school districts are strengthening their own capabilities for carrying out sound planning and implementing sound programs, keeping decision-making as close to the learner as possible.

Fourth is the career education movement, another element in the "focus on the learner."

TITLE Vocational-Technical Education Consortium of States (V-TECS)

LOCATION Atlanta, Georgia

CONTACT PERSON

Ben A. Hirst Jr.
Executive Director
Vocational-Technical Education Consortium of States
SACS-COEI/Fifth Floor
795 Peachtree Street, N.E.
Atlanta, Georgia 30308
(404) 875-8011

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

Occupational curriculums are often developed in response to the skills that business, industry, and educational personnel think a person moving into a given occupational area should have. V-TECS seeks to refine and extend this input by providing current job-based data relevant to actual job requirements and tasks performed.

INTENT OF PROGRAM

To make vocational-education curriculums more relevant to actual job tasks.

DESCRIPTION OF PROGRAM

The consortium encourages the adoption of an individualized, performance-based approach to learning. Its primary goal is the development of catalogs of performance objectives and criterion-referenced measures for use in occupational education programs. Each member state contracts to develop no less than two catalogs each year. A comprehensive activity model has been established to manage the development, production, dissemination, and implementation of these catalogs. Each state prepares a "state-of-the-art" report of existing performance-based efforts in the selected domain areas. Using findings from this literature review, a statewide study is conducted to determine the tasks actually performed by incumbent workers, the frequency of task performance, task difficulty, the equipment and tools used on the job, and other job-relevant data. Data are collected through administration of an occupational inventory instrument to a scientifically designed sample of incumbent workers and conducting interviews with incumbent workers, supervisors, teachers, curriculum specialists, and representatives of business and industry. These results are then used by a writing team to prepare the final catalog. It is estimated that approximately 19 catalogs will be completed this year.

EDUCATION LEVEL AND TYPE

Secondary schools, postsecondary vocational-education centers, adult vocational-technical programs, and community colleges.

HOW AND WHEN ESTABLISHED

Florida initiated the idea by issuing a $30,000 grant to do a feasibility study. The member states of the Southern Association of Colleges and Schools were invited to join. On July 1, 1973 the consortium was established by seven states plus the Community Colleges of the Air Force. 1974-75 will be the first full year of developmental activity.

ORGANIZATIONS INVOLVED

Alabama, Florida, Georgia, Kentucky, Mississippi, Texas, Virginia, Louisiana, South Carolina, the U.S. Air Force Training Command, and the U.S. Naval Education and Training Command.

FUNDING

Each of the original seven states contributes $15,000 a year to participate in the consortium. Louisiana, South Carolina, and any other non-charter state that wishes to participate must pay an additional $10,000. The consortium also receives $131,000 from the U.S. Department of Education through the 1963 Vocational Education Act, Part D.

IMPACT

The outputs and products generated by V-TECS will contribute to and improve upon the information base currently available for use in planning and managing vocational education programs. Information contained in the catalogs may serve several functions including the design of curriculum to support selected objectives, and to test the effectiveness of instruction. The consortium arrangement helps to ensure that the products are compatible and, thus, have a high degree of transportability. In addition, research efforts under way (e.g., commonality determination) will enhance use of the products in improving articulation between and within program levels.

PARTICIPATION

..... involves joint activity between those in education and work in curriculum development, program evaluation, on-site work experience, and the like.

TITLE Career Dynamics Center

LOCATION University of Cincinnati

CONTACT PERSON

Dean Albert Simone
College of Business Administration
University of Cincinnati
Cincinnati, Ohio 45221
(513) 475-2672

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

1. Students now have resource center for materials on firms and career opportunities as well as the option of attending classes in career selection.

2. Students in the professional schools have the opportunity to gain on-the-job experience through COOP.

INTENT OF PROGRAM

The center exists to help students move directly from their institution to the world of work and to gain exposure to this world while still students.

DESCRIPTION OF PROGRAM

The Career Dynamics Center has two divisions: the Professional Practice Division (PPD, a continuation of the original Cooperative Education Program) and the Career Relations Division (COOP). The faculty who serve on the PPD not only place the students in their jobs but also act as career counselors. Students in the COOP alternate quarters between work and school, from the second year on. COOP is mandatory for students in the College of Engineering, and those in the six largest departments in the College of Design, Architecture and Art and is optional for students in the College of Business Administration. The Career Relations Division is a career planning and placement center for all schools in the university.

EDUCATION LEVEL AND TYPE

Private-municipal university

HOW AND WHEN ESTABLISHED

The Cooperative Education Program was established in 1906, reputed to be the first in the United States, and the Career Relations Division about 10 years ago.

ORGANIZATIONS INVOLVED

University of Cincinnati

FUNDING

Funds for the center come from the university budget.

IMPACT

The close working relationship between the career counselors in the Professional Practice Division and those involved in graduate career placement insures a greater resource of employment field knowledge and field contacts than is characteristic of decentralized functions. Employers providing cooperative professional practice experiences also tend to be major employers of graduates and thus serve as both a source of employment opportunities and contacts for all students. Furthermore, the emphasis on staffing professional counselor positions in both divisions with individuals who have off-campus experience in their specialty areas adds to the range of readily available resource people for the students. The provision, testing, and implementation of principles of personal career management through a structured sequence of classroom instruction, individual counseling, and alternating periods of professionally related experience and academic study for students in the Professional Practice Program, provide these students with a sound head start on their careers. Reports from corporate and institutional personnel executives indicate that students who have participated in the full scope of the Career Dynamics Center services, including cooperative professional practice experiences, two career development courses, and all available counseling, are more successful in locating postgraduate career opportunities than are their counterparts who have not had these opportunities. Meaningful feedback to the university administration and faculty is also provided on a continuing basis by students participating in the alternating sequence and by the employers of the students in the cooperative Professional Practice Program. Additionally, the concept of a career center on the campus provides a continuing reminder to the academic community of one of the major purposes of higher education -- to prepare people for their lifelong employment. For students, the center is an accessible and nonthreatening source of continuing assistance in their career development.

TITLE Central Jersey Industry-Education Council

LOCATION Woodbridge, New Jersey

CONTACT PERSON

Bernard Novick, Director
Central Jersey Industry-Education Council
71 Main Street
Woodbridge, New Jersey 07095
(201) 636-0348

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

The council serves as a necessary broker between school personnel and community resources, both of whom typically lack knowledge of how to reach the other.

INTENT OF PROGRAM

To train teachers to incorporate career education into their curriculum and to take advantage of community resources; also to develop materials and information about the world of work for students and teachers.

DESCRIPTION OF PROGRAM

The project staff, including a director, an elementary career awareness consultant, and an industrial relations consultant--all full-time, primarily work with teachers and employers. They train teachers to be aware of and use community resources and career education instructional materials. Thus far, 20 percent of the teaching staff in the five districts have received 10 hours or more of training; the remaining 80 percent have all received an orientation to career education.

The project staff also identifies, catalogs, and arranges for use of community speakers, trips, materials, and school staff work sites. They have also developed a local VIEW (Vital Information for Education and Work) computerized system, designed to acquire, store, and disseminate local occupational information.

The council services 70 schools with a total student population of about 55,000.

EDUCATION LEVEL AND TYPE

Kindergarten through adult

HOW AND WHEN ESTABLISHED

The project began in 1966-67, as part of an ESEA Title III Planning Grant to explore the potential of the community as a resource for non-goal-oriented sophomores.

ORGANIZATIONS INVOLVED

School districts of Woodbridge Township, Carteret, Edison Township, Metuchen, and Perth Amboy

FUNDING

ESEA Title III provided funds of $20,000 for the first four years. Vocational Education Act, Part D funds also were furnished for several years. In 1973-74, the project was supported by local funds, the majority from the Woodbridge Township schools, and the remainder from the other four cooperating school districts.

IMPACT

The Central Jersey Industry-Education Council has had its greatest impact on faculty development and curriculum revitalization. Our major thrust has been to change the perception of members of the faculty and administration toward their role in helping students understand the world of work and make the transition smoothly.

It is difficult to measure the actual impact on students effectively, since so many other forces act on their current development and opportunities, but we have sufficient feedback to indicate that we have had positive impact on those who teach and what is taught.

TITLE Community College Occupational Programs Evaluation System (COPES)

LOCATION State of California

CONTACT PERSONS

William R. Morris
Evaluation Specialist
Division of Occupational Education
Office of the Chancellor
California Community Colleges
1238 "S" Street
Sacramento, California 95814
(916) 445-0486

or

Nathan H. Boortz
COPES Project Manager and Director
of Technical Education
Foothill Community College District
12345 El Monte Road
Los Altos Hills, California 94022
(415) 948-8590

or

George W. Ebey
Project Coordinator
COPES Service Center
12345 El Monte Road
Los Altos Hills, California 94022
(415) 941-0427

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

1. Evaluations involving many different schools in many different areas are usually not integrated or coordinated to obtain systematic and similar types of information. COPES uses a systematic approach that identifies key areas of focus for all the colleges, and the results lend themselves to computer programming methods for detailed analysis.

2. Use of volunteer time from team representatives, as well as adequate preparation in forms of training, and use of up-to-date background data, and staff, student, and community inputs, provide a relatively low-cost, top-notch approach to evaluation. This means of evaluation is often overlooked in favor of more expensive methods of appraisal, or other methods such as audits, management consulting, etc.

3. Generally, evaluations are internal and represent only the academic sector. COPES uses community (especially business) leaders as well.

4. Business and industrial representatives remain an insufficiently tapped resource in the planning and conduct of occupational education programs. COPES provides a vehicle for business leaders to become familiar with these programs and to give college personnel beneficial counsel based on their business-world experience and perspective.

5. Career placement is a difficult task, but business representatives on COPES teams can often facilitate placement by suggesting courses of action and channels of contacts that college personnel may have been unaware were available to them.

INTENT OF PROGRAM

To improve the quality and availability of occupational education in California community colleges by assuring that the colleges are offering the kinds of occupational programs that best match employment opportunities, as well as the kinds of educational services in those programs that best prepare students for the opportunities.

DESCRIPTION OF PROGRAM

COPES is a means of community college occupational education evaluation involving, first, college self-appraisal and, second, visiting team validation of the self-appraisal. COPES provides the cooperating colleges with easily administered procedures and instruments for comprehensively studying all aspects of occupational education, as well as competent professional assistance in applying the system. College self-appraisals utilize widespread student, staff, and community inputs. Before their visits to colleges, the specially trained validation teams, made up of California community college administrators and teachers, and business leaders, are fully informed about the self-evaluation findings through computer tabulations of the inputs. In addition, they receive other pertinent college information. The combination of the self-evaluation and the team validation provides a sound base for identification of occupational education strengths and priority needs for improvement, to aid in future institutional planning and allocation of resources. The COPES basic evaluation design concentrates on three major components: goals and objectives, processes (instructional programs, support processes), and resources. In addition to the overall system, COPES evaluation subsystems have recently been used to focus more clearly on such important areas as occupational education programs and services for the disadvantaged and the handicapped, as well as in the fields of consumer and homemaking education and cooperative work experience education. More than 50 community colleges in California have participated in this project.

EDUCATION LEVEL AND TYPE

Community college

HOW AND WHEN ESTABLISHED

The project was initiated in 1971 by the chancellor's office and local community college leaders in California, in response to a recognized need for a simple, flexible, and consistent system for evaluating community college occupational education programs and services.

ORGANIZATIONS INVOLVED

The Office of the Chancellor of the California Community Colleges (project sponsorship), Foothill Community College District (project management), and community colleges of all sizes and locations in California

FUNDING

This project is funded by state-allocated Vocational Education Act monies. In 1973-74 the project budget was approximately $95,000 and in 1974-75 $151,000.

IMPACT

The identification through COPES of occupational education strengths and priority needs for improvement has led to significant action at many California community colleges. Such action, directed toward better teaching and counseling, better curriculums, better facilities, better management, and better use of community resources, has undoubtedly benefited thousands of students in preparing for occupational success. Additionally, the interfacing through COPES of college personnel and business leaders has strengthened the two-way communication between those in occupational education and those in the occupations, communication so vital in improving the transition of students from college to work.

In addition, through application of COPES to a stratified random sample of community colleges throughout California, statewide occupational education strengths and priority needs for improvement were identified. As a direct result, the chancellor's office funded the development of a computer-based student follow-up system called SAM (Student Accountability Model). In the development and dissemination of SAM, the COPES tripartite cooperative leadership model was used--namely, sponsorship and funding by the chancellor's office, management by a local community college, and participation by numerous cooperating community colleges throughout the state.

TITLE IPAR-Metropolitan Schools Pilot Project

LOCATION Portland, Oregon

CONTACT PERSON

Andrew Jacobs
Executive Director
IPAR
516 S.E. Morrison Street
Portland, Oregon 97214
(503) 233-6582

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

1. To maintain an organized broad-based community resource inventory to meet expanding needs for career education resources in grades K-14.

2. Maintain organized recruitment of community resources to assure balance to meet academic needs and of sufficient quantity to avoid overheating community support.

3. To broaden communications between the community and classroom for better understanding and support of career education.

4. To help the student establish his direction toward becoming a productive member of society by providing first hand experiences within the community.

INTENT OF PROGRAM

To perfect techniques enabling schools to make effective and systematic use of community people and resources.

DESCRIPTION OF PROGRAM

The goal of IPAR is to dissolve the traditional barriers between the academic and working world. While community leaders were developing IPAR, educators were developing the career education concept. The two came together and formed the IPAR-Metropolitan Schools Pilot Project, in which the community became an active partner in the educational process by providing discussion leaders for the classroom as well as field trips and experiences in the community on a massive scale. IPAR, as the community's agency, has been assigned responsibility for three key components in the Pilot Project:

1. Annual inventories of community resources to secure all the resources -- people, field trips, etc. -- students need to expand their learning opportunities.

2. A scheduling center, staffed by community volunteers, to provide resource people and field trips.

3. Orientation and training for community resource people to help them become more effective.

EDUCATION LEVEL AND TYPE

Public and private schools, K-14

HOW AND WHEN ESTABLISHED

IPAR and the school leaders in metropolitan Portland inaugurated this two-year project on July 1, 1973.

ORGANIZATIONS INVOLVED

Institute for Public Affairs Research, Inc. (IPAR); Oregon State Department of Education; Portland Chamber of Commerce; Portland Public School System; Multnomah, Washington, and Clackamas County Intermediate Education Districts; Career Information Systems

FUNDING

To meet IPAR's commitment, the IPAR Board of Directors has approved a budget of $250,000. These funds are derived from local, private sources through voluntary contributions.

IMPACT

The IPAR-Metropolitan Schools Pilot Project was created by the community and its base is being continually expanded to help serve on a continuous basis the career education needs of the approximately 188,000 students in the Portland area in grades K-14. As a result, the student's motivation tends to increase as he becomes aware of the need to prepare for his future and to relate his academic disciplines to his future career needs. His transition from education to work is better understood and directed.

With a community centralized facility like IPAR, teachers have access to a wider range of occupational and topic resources and more assurances of availability on a timely basis. This is a great stimulus to more use of career education programs in teachers' curriculums. Bringing together the community and the classroom in career education has greatly increased the understanding and respect for each other's problems and achievements.

TITLE Mechanism to Control and Align Student Skills with Licensure and Job Entry Requirements

LOCATION Ohio

CONTACT PERSON

G. Louise Kline
Assistant Executive Secretary
Board of Nursing Education and Nurse Registration
180 East Broad Street, Suite 1130
Columbus, Ohio 43215
(614) 466-3947

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

Professional schools may provide training without sufficient awareness of and attention to the actual skills employers require. The Ohio Board of Nursing Education and Nurse Registration not only goes a long way toward merging the school exit and occupation entry requirements but also organizes educational services to such an extent that the requirements will clearly be met.

INTENT OF PROGRAM

To regulate the education and licensing of nurses to assure the competencies required by the profession and employers.

DESCRIPTION OF PROGRAM

The Ohio Board of Nursing Education and Nurse Registration combines several regulatory and certification features that assure the job competencies of nursing graduates in Ohio:

1. The Board must approve the operation of all nursing schools in Ohio and, as such, establishes criteria for both administrative and instructional personnel.

2. The Board establishes minimum admissions requirements to approved nursing schools and administers the licensing examinations for nurses in Ohio.

3. The Board sets minimum standards for nursing students' welfare and curriculum, including minimum hours of laboratory or clinical experience.

4. The Board fosters close cooperation and communication including faculty exchange between the health service institutions and schools of nursing in Ohio to assure up-to-date skills training. This training is supported by the licensing authority and curriculum and institutional review. The review teams include both nursing educators and health service personnel.

EDUCATION LEVEL AND TYPE

Nursing colleges, hospital diploma programs, technical colleges, and institutes

HOW AND WHEN ESTABLISHED

The regulatory functions for nursing were carried out by the Nurses Examining Committee under the State Medical Board from 1915 to 1941. The legislature created a separate board, the State Nurses Board, on January 1, 1942. The name was changed in 1956 to Ohio Board of Nursing Education and Nurse Registration. The area of responsibility remained essentially the same although functions have changed and expanded.

ORGANIZATIONS INVOLVED

The Ohio Board of Nursing Education and Nurse Registration, all schools of nursing in Ohio, and a majority of the institutions employing nurses in Ohio (e.g., hospitals, health clinics, etc.).

FUNDING

State of Ohio funds. The Board's budget for 1974-75 is about $100,000.

IMPACT

Faculty members must be aware of new therapies and emerging patterns of care for people as they design and implement the curriculum. The clinical laboratory experience is an essential part of the educational process for nurses and it must be under the direction of the nurse instructors. The student is then functioning in a protected version of the real world of work, and at the same time the instructor is communicating the ideals of effective care. The expectation of an employer for a technically capable worker who can be quickly oriented is as real as the mountainous body of scientific knowledge with which a nurse must cope and must be considered in curriculum planning. Attitudes concerning assumption of responsibilities and accountability in our present society also have a bearing on the transition from school to work.

TITLE Performance-Based Follow-Up Study Process

LOCATION Hillsborough Community College
Tampa, Florida

CONTACT PERSON

Patricia Gill
Associate Director
Placement and Follow-Up
Hillsborough Community College
P.O. Box 22127
Tampa, Florida 33662
(813) 879-7222

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

1. The state of Florida has mandated accountability in terms of performance objectives.

2. Information from follow-up studies frequently is not used in curriculum development partly because data gathered are of minimal utility for this purpose and partly because the mechanism for introducing such data into the developmental process is weak.

INTENT OF PROGRAM

To develop and implement a process that community colleges can use to evaluate and improve the success of their programs in terms of graduates' performance.

DESCRIPTION OF PROGRAM

Currently a research project, this activity includes five interrelated components for developing a follow-up system for the assessment and improvement of community college programs that prepare students for work. The system uses graduate and employer evaluations of the graduate/worker's achievement of community college goals defined by performance-based criteria . Initial programs in the project are nuclear medicine, architectural construction, and electronics. The process components include: (1) defining program goals, (2) developing evaluation instruments, (3) collecting data, (4) evaluating data, (5) developing strategy to introduce data into the decision-making process.

EDUCATION LEVEL AND TYPE

Public community college

HOW AND WHEN ESTABLISHED

The project began in 1974 in response to 1973 state law on placement and follow-up programs that required community colleges to evaluate the adequacy of program goals and objectives as well as program effectiveness in meeting such goals and objectives.

ORGANIZATIONS INVOLVED

Hillsborough Community College, University of South Florida, business and industrial companies in Tampa.

FUNDING

Institutional allocation of staff and program development funds, including staff: $25,000.

IMPACT

For instructional faculty: (1) curriculum and/or program modification or revision, (2) identification of in-service program for faculty, administration, or graduates.

For counseling staff: (1) improved articulation between colleges and community, (2) identification of community needs.

For administration: (1) developing goal measures for P.P.B.S. program evaluation.

TITLE PRIDE (Program Review for the Improvement, Development, and Expansion of Vocational Education and Guidance)

LOCATION State of Ohio

CONTACT PERSONS

Robert D. Balthaser, Assistant Director

or

James H. Price, Supervisor
Research, Survey, Evaluation and Exemplary Programs
Division of Vocational Education
Ohio State Department of Education
Room 904 Ohio Departments Building
65 South Front Street
Columbus, Ohio 43215
(614) 466-2095

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

Need for involving the community directly in the education process and for obtaining the necessary feedback from business, labor, industry, and the professions to keep vocational programs relevant. Community leaders, parents, and students need to learn about the variety of vocational education offerings available in their local high schools and joint vocational schools.

INTENT OF PROGRAM

To evaluate the effectiveness of vocational education programming and guidance services at the local school district level.

DESCRIPTION OF PROGRAM

PRIDE is a process of evaluation to determine the effectiveness of vocational education and guidance programs throughout the state and to identify problem areas or lack of compliance with state standards. The review is structured on a rotating basis so that each local school district is involved in the evaluation effort once every five years. The state is divided into Vocational Education Planning Districts, and each entire planning district is involved the same year, providing a great deal of visibility for the effort.

The group of reviewers includes state and local educators, parents, students, and community representatives in order to obtain feedback from a variety of audiences. Specific problems that are identified and recommendations that are made are followed up by state personnel. The review instruments used in PRIDE are developed by practicing vocational educators and state education staff and used by local educators and lay persons in the review process.

EDUCATION LEVEL AND TYPE

Public secondary school

HOW AND WHEN ESTABLISHED

The Division of Vocational Education initiated PRIDE as a part of the 1969 Vocational Education State Plan. Development was supported through federal funds as authorized under the 1968 Vocational Education Amendment.

ORGANIZATIONS INVOLVED

State Department of Education, Division of Vocational Education and Division of Guidance and Testing; local school districts through Vocational Education Planning District structure.

FUNDING

Most of the cost of PRIDE is borne by the local school districts; however, the cost analysis component of the process is reimbursed by the Division of Vocational Education. The 1973-74 state portion of the cost of PRIDE was approximately $120,000.

IMPACT

PRIDE is based on the concept of self-review and has developed into a viable management tool involving state agency personnel in a supportive role of improving, developing, and expanding vocational education and guidance services. In fiscal year 1973, the third year of PRIDE, more than 3,500 lay citizens served with over 600 teachers, supervisors, and administrators on review committees. In a majority of cases, a review committee formed the nucleus of a functioning local advisory committee for vocational education.

TITLE State Board of Architecture

LOCATION State of Florida

CONTACT PERSON

Herbert Coons Jr.
Executive Director
State Board of Architecture
Suite 302
Barnett Bank Building
Tallahassee, Florida 32304
(904) 488-6685

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

The board seeks to combat students' lack of knowledge about job requirements and licensing regulations and to improve the relationship between what is learned and what is needed.

INTENT OF PROGRAM

To insure that standards and requirements for licensing architects in Florida are adequate and to restrict and prohibit unregistered persons from engaging in the practice of architecture.

DESCRIPTION OF PROGRAM

The State Board of Architecture (1) gives talks to students in their final school year about job requirements and licensing; (2) convenes its advisory groups, which include the Dean of Architecture at the University of Florida and at the University of Miami; (3) assists in manpower need estimation by conducting studies on the demand for architects in the state; (4) works with university departments of architecture to insure a match between curriculum and requisite competencies.

EDUCATION LEVEL AND TYPE

Professional schools

HOW AND WHEN ESTABLISHED

The Florida State Board of Architecture was established by an act of the legislature in 1915. In 1969 under the Government Reorganization Act the Florida State Board of Architecture was assigned to the Division of Professions, Department of Professional and Occupational Regulation.

ORGANIZATIONS INVOLVED

Department of Professional and Occupational Regulation (Division of Professions), University of Florida, and University of Miami.

FUNDING

Supported by state funds at about $150,000 per year.

IMPACT

The activities of the Florida State Board of Architecture are having an impact on various other state boards which are starting to emulate the state of Florida by beginning to cooperate and have better liaison with educational institutions in the various states. The Florida Board impact is accomplished by reports usually given to the Southern Conference of the National Association of Architectural Registration Boards.

TITLE State Board of School and College Registration

LOCATION Columbus, Ohio

CONTACT PERSON

Frank N. Albanese
Executive Secretary
State Board of School and College Registration
30 East Broad Street, Room 3646
Columbus, Ohio 43215
(614)446 -2752

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

Since private schools survive solely by their ability to place their graduates in jobs for which they were prepared, a school must confer regularly with its employer clientele on matters such as curriculum content, job demand, etc.

Such a school must be evaluated largely on the basis of its placement record and the ability of its graduates to remain and advance in employment. For this reason the recruitment, training, and placement practices of a school require constant supervision and professional assistance.

In Ohio as well as in those states maintaining similar standards and administrative procedures, legitimate complaints against private schools have become almost nonexistent.

It follows that the administration of such standards enhances the image of private schools, to the extent that they become a vital part of the state's total education system.

INTENT OF PROGRAM

To protect the citizens of Ohio, and reputable postsecondary non-tax-supported schools of business, trade, technical, and home study, from the unfair competition and fraudulent practices of unscrupulous schools through the legal authority to license private schools and their agents and to revoke licenses for violation of the law and of the standards, rules, and regulations adopted by the board.

DESCRIPTION OF PROGRAM

The board employs a full-time executive secretary and secretary and a part-time clerk to manage the office and executive policy and directives.

The board employs four part-time professional educational consultants to assist in the periodic visitation and inspection of licensed schools, and of new schools seeking licensure. In addition to the regulatory function these consultants assist schools in improving curriculums, the quality of instruction, the transfer of credits, and the preparation of promotional materials.

In addition to licensure the board authorizes schools meeting specially adopted standards to confer the associate degree. These standards provide for a curriculum, half including general and basic education and half devoted to the area of specialization. Approved curriculums closely parallel those required in tax-supported institutions.

Schools located in other states that solicit and enroll Ohio residents are required to meet the same standards as Ohio schools and to obtain an Ohio license for the school and its agents. Almost 100 such schools are so licensed. In Ohio there are 205.

During the four years that the Ohio board has been operational, 130 schools have closed voluntarily or been closed by board action.

EDUCATION LEVEL AND TYPE

Postsecondary nonpublic

HOW AND WHEN ESTABLISHED

The board was established by an act of the state legislature in 1969 but did not become operational, insofar as the registering of institutions is concerned, until December 1, 1970.

ORGANIZATIONS INVOLVED

The board has developed a cooperative working relationship with agencies and organizations such as the following: better business bureaus, chambers of commerce, the Ohio Newspaper Association, regional and national accrediting agencies, Ohio agencies that regulate and license other type schools and professional practitioners, the Ohio Association of School Counselors, the Ohio College Association, bonding companies, the National Association of State Administrators and Supervisors of Private Schools, the Ohio Council of Private Schools and Colleges, the Ohio Student Loan Commission, the U.S. Office of Education, the Federal Trade Commission, credit bureaus.

FUNDING

State funds totaling $46,735 in 1973-74 plus school registration fees totaling $24,248.

IMPACT

Through periodic visits to schools by staff members and through a cooperative working relationship with those organizations listed above this agency has evidence of a positive impact on private school education in Ohio.

First, the image of the private occupational school has been enhanced not only for the tax-supported school sector but for the general citizenry. This has resulted from a weeding out of unscrupulous and low-quality private schools. Not only are private schools willing to accept transfer credit in comparable course work at face value, but tax-supported degree-granting schools are showing a greater willingness to accept such credit for advanced standing.

Second, private schools have developed better relationships with potential employers. School representatives seek to find out the current needs of business and industry, so that they can modify their curriculums to develop the knowledge and skills desired in new employees. Through participation in curriculum revision faculty members have through a self-evaluation of their competencies enrolled in advanced courses and engaged in self-study to upgrade and update their teaching methods.

Third, by keeping informed of conditions in each school the agency is attempting to assess what impact, negative or otherwise, the current economic situation may have on the total education system of the state, in which the private school is recognized as having a vital role.

TITLE State Manpower Services Council, Regional Manpower Planning Advisory Boards

LOCATION State of Florida

CONTACT PERSON

Edward A. Feaver
Director
State Manpower Services Council
Florida Department of Commerce
Tallahassee, Florida 32304
(904) 488-9180

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

In order for the state to coordinate and plan its manpower training efforts, accurate information is needed on present and projected manpower supply and demands. The State Manpower Services Council is able to organize the information received from the various regions, analyze and develop a state plan, and feed the information back to the regional districts. It is hoped that this process will reduce duplication of efforts in career training.

INTENT OF PROGRAM

To coordinate manpower services information to make training-program planning throughout the state more consistent without unnecessary duplication.

DESCRIPTION OF PROGRAM

The State Manpower Services Council coordinates labor market research and conducts analyses for the purposes of projecting labor market supply and demand; and coordinates manpower planning with related social and economic planning at the state and regional level to reduce fragmentation and duplication in delivery of manpower services. The council also designs programs to meet the manpower needs of special groups, such as migrants, offenders, older workers, and women who are not addressed by existing manpower services. The council, in cooperation with the comprehensive regional planning councils, is developing a state manpower plan to identify present and future needs for manpower services, to recommend alternatives to meeting these needs, and to evaluate progress toward meeting these needs. The 10 Regional Manpower Advisory Boards identify regional manpower needs, establish priorities, propose strategies, and evaluate manpower programs in the regional planning district. The regional manpower plan is developed and sent to the state and comprehensive regional councils for review and comment.

EDUCATION LEVEL AND TYPE

Secondary and postsecondary, implications for public and private sectors.

HOW AND WHEN ESTABLISHED

On July 1, 1974 the Florida State Legislature put into effect an act that established the State Manpower Services Council, the Regional Manpower Planning Districts and Regional Manpower Planning Advisory Boards, and authorized comprehensive regional planning councils.

ORGANIZATIONS INVOLVED

State departments of commerce, administration, community affairs, professional and occupational regulation, health and rehabilitative services, division of vocational education representing the commissioner of education, transportation; 9 members from private and public community organizations and interest groups; 10 representatives of local government; organization is under State Manpower Services Council within the Department of Commerce.

FUNDING

Comprehensive Employment and Training Act of 1973.

IMPACT

The impact of the council's work should be in several areas: (1) more efficient delivery of manpower services to people who need them; (2) closer relationship between education and training and demand for workers; (3) greater diversification of occupational training in conjunction with diversified economic development efforts.

SUBSTITUTION

..... programs which periodically replace the school setting or the teacher with the work place and the supervisor.

TITLE Business/Industry Personnel As Faculty

LOCATION Bergen Community College, New Jersey

CONTACT PERSON

Lois E. Marshall
Dean of Community Services
Bergen Community College
400 Paramus Road
Paramus, New Jersey 07652
(201) 447-1500, ext. 213

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

1. Need for immediate courses to meet changing and variable needs of adult students.

2. Need to provide instruction that equips students with up-to-date information and methods.

INTENT OF PROGRAM

To aid the Community Services Division of Bergen Community College in remaining flexible in its curriculum offerings through provision of part-time instructors who have expertise through actual business experience.

DESCRIPTION OF PROGRAM

The Community Services Division of Bergen Community College serves adult students, who for the most part are part-time students. The use of part-time faculty from business/industry not only allows the division to hire people who are involved daily in the career area for which instruction would be provided, but also allows the division to offer courses whenever the job market indicates a need. In so doing, the division remains flexible in terms of setting up and phasing out instructional programs.

EDUCATION LEVEL AND TYPE

Public community college

HOW AND WHEN ESTABLISHED

Each of the linkages indicated below were established for the purpose of bringing into the classroom the everyday professionalism of various businesses and industry. It was the college's intent to establish liaison with the various organizations to reflect the professions in the curriculum course work. These linkages were established over a period of time as the need was indicated by the community.

ORGANIZATIONS INVOLVED

Association of Industrial Nurses of New Jersey
Bergen County Bankers Association/American Institute of Banking
Bergen County Chapter 113 of the Society of Real Estate Appraisers
Builders Association of Northern New Jersey
Building Contractors Association of New Jersey

Community Services Division of Bergen Community College
County Hospitals--Continuing Education in Nursing
Garden State Plaza Shopping Center
The Life Underwriters Training Council, Washington, D.C.
New Jersey Association of Realtors
New Jersey Heavy and Highway Construction Industry Advancement Fund
North Jersey Chapter of the Society of Chartered Property and Casualty Underwriters
Paramus Park Shopping Center

In addition, the Division of Community Services uses professional and/or industrial personnel in the following kinds of programs:

Civil Service
Developing Ideas for Profit
Exploring Options
Management for Small Business
Management Training for Women
Secretarial Development Workshops
Traffic Management Seminar
Travel Agency Seminar
Women in the Law

FUNDING

Institutional funds, in addition to support from cosponsoring agencies.

IMPACT

The result of using business and industry personnel as faculty members in the Division of Community Services programs at Bergen Community College is that the courses reflect the realities of the industry they are meant to serve. Students receive both a theoretical and a practical base from which to make decisions about their careers. In addition, courses designed for professional growth and professional upgrading are best served by this method, because both the students and the instructors are actually working in the area they are discussing. Both have practical application experiences, and both are aware of the current trends in their business or industry.

Another area of impact is in the direction of placement. It has been our experience that in many of the courses taught by members of business or industry, students are able to gauge the market trends and the employment trends within that profession. Many have gained placement as a direct result of their relationship with the instructor and his knowledge of the field they are considering.

Further, we feel that this method develops a strong relationship between business, industry, and the educational community in that it provides each of the partners with a role to play in the continuing development of those who will enter or grow in these career areas.

TITLE Eastman Kodak Company High School Science Teachers Summer Program

LOCATION Rochester, New York

CONTACT PERSON

James H. Shepler
Research Laboratories
Personnel Office
Eastman Kodak Company
Kodak Park, Building 83
Rochester, New York 14650
(716) 458-1000, Ext. 76631

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

There is a need at Kodak for qualified laboratory assistants. Most of those who are placed in such jobs are high school graduates with leanings toward chemistry or physics who do not plan to go on for further education. Since the high school teacher can play a strong role preparing students for the world of work, better informed teachers should be able to counsel and motivate capable students more effectively.

Once students begin to work at the laboratories, they frequently resume their scientific education either by extension courses or by going back to school full time.

INTENT OF PROGRAM

To give high school science teachers first-hand experience learning about careers available to their students in the industrial, scientific, and technical areas.

DESCRIPTION OF PROGRAM

The Eastman Kodak Research Laboratories employs local high school science teachers for 8-10 weeks each summer. These teachers, after experiencing the industrial science area firsthand, are better equipped to counsel and prepare their students with the skills they will need for employment in this scientific environment.

The area schools are notified by the Eastman Kodak Company of the openings for teachers that are available each summer. The teachers then fill out a regular employment application form that is reviewed by the school system. Kodak then identifies a suitable summer assignment for up to four of these teachers to work in the research laboratories.

While they are at the laboratories, the teachers are exposed to the company's extensive internal training programs.

More than half of the chemistry and physics teachers in the Rochester City School District will have had this learning experience at the Kodak Research Laboratories.

EDUCATION LEVEL AND TYPE

Secondary school

HOW AND WHEN ESTABLISHED

The program was first initiated as a cooperative effort in the summer of 1970.

ORGANIZATIONS INVOLVED

Eastman Kodak Company and Rochester City School District

FUNDING

Eastman Kodak funds the entire cost of the program.

IMPACT

As demonstrated in interviews with past participants and with Bernard Gross, the director of science at the Rochester Department of Education, there are several positive results.

The teachers are good contributors during their short term of work in the laboratories. Returning to the classroom in the fall, they report a feeling that the information they can share with the students is fresh and up to date. They can provide specific answers to questions about industrial research and add firsthand experience in ensuing discussion. Further, they have established contacts at the laboratories where additional information can be easily obtained.

In some cases, they have expressed enthusiasm for more classroom demonstrations and "hands on" experiments than before.

One teacher in particular indicated that she returned to her students in the fall with a renewed enthusiasm and a new sense of purpose as a result of the summer's exposure to an active working laboratory environment.

TITLE Executive High School Internships of America

LOCATION School districts around the country

CONTACT PERSON

Sharlene P. Hirsch
National Director
Executive High School Internships of America
680 Fifth Avenue
New York, New York 10019
(212) 757-4035

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

Executive High School Internships was developed to respond to the need for students to gain work exposure at managerial and administrative levels in organization situations.

INTENT OF PROGRAM

The executive internship program allows a student to gain actual work experience in a variety of fields, perhaps to explore a career interest, and to earn a full semester's credit while still in high school.

DESCRIPTION OF PROGRAM

Qualification for executive internship does not depend on IQ score or grade-point average, but rather on a student's stability, independence, perseverance, and strong interest in a particular assignment. Students participating in internships are expected to assume increasingly responsible professional-level tasks. They are treated as adults in the adult working world. They may work in journalism as an assistant on a local newspaper, in government as a governor's assistant, or in any of hundreds of similar positions. Besides working with their sponsors, interns also attend weekly seminars on administration, prepare daily logs to record and analyze what they are learning, and present a project to their high schools at the close of the term to share their knowledge and insights with classmates and teachers.

The national office trains district coordinators in all operations of the program and continues to monitor the operation by scheduling visits and issuing progress reports for the individual districts. A midyear conference of program coordinators, as well as a national meeting of all the interns, is held by the national office to allow participants to share their experiences.

EDUCATION LEVEL AND TYPE

High school

HOW AND WHEN ESTABLISHED

The program started as a project in New York City in 1971 as a joint undertaking of the city's Human Resources Administration and Board of Education. It first attracted national interest when the idea was presented at the

National School Board Association Convention in 1972.

ORGANIZATIONS INVOLVED

Executive High School Internships of America and local school districts.

FUNDING

The national office receives its funding from various foundations. Each local district is required to provide the salary of at least one full-time coordinator for every 50-60 interns a year and to share in the cost of technical assistance from the national office.

IMPACT

1. Students have an opportunity to explore possible careers in their fields of interest, gain advice from professionals in the field on adequate education and training for the field, and sample the types of tasks they would have as full-time employees in the field. They also have a chance to sample the working world of organizations because, according to Peter Drucker, 7 out of 8 high school graduates will work in organizations at some point in their lives.

2. The program creates new roles for teachers as brokers between the theoretical world of the classroom and the world of work in the community.

3. The program has created a viable management model that school districts can use in developing and monitoring a wide variety of field experience programs in career education.

4. The program is particularly useful for students who are bright but bored, especially in their senior year in high school. It is also useful for students with a particular talent that may not be developed in the available high school program offering.

5. Whatever their internships, in whatever field or location, almost all students who have participated in the program universally praise it for providing the first experience in their lives in which they were treated as adults and given real responsibility. The program relates to students' need to be taken seriously and to "work."

TITLE LaGuardia Community College-
Cooperative Education

LOCATION Long Island City, Queens,
New York

CONTACT PERSON

Sheila Gordon
Associate Dean
Division of Cooperative Education
LaGuardia Community College
31-10 Thomson Avenue
Long Island City, New York 11101
(212) 937-9200

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

LaGuardia students tend to be first-generation college students for whom a mix of work and study seems most pertinent. With respect to intellectual development, the experiential setting of the work place offers the student a"laboratory" for examining academic subjects and making them more relevant. With respect to career development, the opportunity for three internships offers some structured career exploration to students who may have had few role models.

INTENT OF PROGRAM

To relate education to the world of work by making the work experience an integral part of the school program.

DESCRIPTION OF PROGRAM

LaGuardia, with approximately 2,500 full-time students in 1974-75, operates the two-year program throughout the calendar year. All students alternate between periods of full-time work internships, for which they receive academic credit, and full-time study. Before students go out on their first internship, they have already completed or almost completed their freshman year at college. Students attend school continuously for two or three 13-week quarters, and then alternate between 13-week internships and 13-week study periods. Five study quarters and three internship quarters complete the two-year program. During the internship, the student returns to school for a biweekly evening seminar that integrates the work experience into the study program.

EDUCATION LEVEL AND TYPE

Two-year community college in the public City University of New York.

HOW AND WHEN ESTABLISHED

College opened in September 1971, and from the beginning provided the cooperative education program to all students, the first community college in the United States to do so.

ORGANIZATIONS INVOLVED

LaGuardia Community College and cooperating employers.

FUNDING

Tuition is free for regular undergraduate students in the CUNY system.

IMPACT

The cooperative education program at LaGuardia has had a measure of success in meeting the needs it is intended to address, at least as measured by employers' and students' reaction. In responding to a follow-up survey, graduates indicate very strongly that the internship offered them the opportunity to develop learning not obtainable in the classroom as well as to reinforce classroom learning. Graduates also report that the internships were enormously valuable for their career development. A very high proportion of graduates who wish to work full-time -- some 70 per cent -- are employed by companies that cooperate in the internship program. There is no problem in placing graduates.

TITLE Occupational and Placement Specialist Program

LOCATION State of Florida

CONTACT PERSON

Walter Wray
State Department of Education
Division of Vocational Education
Tallahassee, Florida 32304

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

The need to balance the guidance counselors' emphasis on college guidance with information and advice on actual work experience.

INTENT OF PROGRAM

To provide guidance about the world of work through individuals who have themselves spent at least two years in that sector.

DESCRIPTION OF PROGRAM

The occupational and placement specialist provides guidance to students about the world of work. The specialist must have two years of work experience, must be able to relate to young people, complete a district training program, and be paid at least as much as a teacher. No college degree is required. Specific duties may include, but are not limited to, the following.

1. Identification and counseling of school dropouts
2. Counseling students, teachers, and administrators concerning job opportunities and requirements
3. Planning and implementing of vocational testing programs
4. Implementing follow-up studies
5. Securing job placement
6. Orientation of students to job preparatory programs
7. Securing and preparing occupational materials
8. Preparing information on job requirements and employment opportunities.

In 1973-74, 64 of the 67 school districts in Florida participated in the program. There are over 400 employed throughout the state.

EDUCATION LEVEL AND TYPE

Public elementary and secondary schools

HOW AND WHEN ESTABLISHED

In 1971 state legislation created the position of occupational specialist, with the intention that an occupational specialist would be a member of the guidance team in each local school district.

ORGANIZATIONS INVOLVED

State Department of Education and local school districts

FUNDING

Funds from the Florida Education Finance Program. For fiscal year 1974-75, $8,144,381 has been budgeted, an increase of $2.14 million over 1973-74. At the end of 1976-77 the program will be evaluated by the state legislature to determine whether to continue it as a regular program.

IMPACT

Independent evaluation studies conducted during the spring of 1974 by IBEX, Inc., Arlington, Virginia, and The University of West Florida, Pensacola, Florida, concluded that the intent of the legislation is being met, that the needs of the students are being served, and that school superintendents, principals, counselors, and teachers strongly favor continuing the program.

TITLE Regional Occupational Programs Center (ROPC)

LOCATION Los Angeles, California

CONTACT PERSON

Elmo C. Smith, Principal
Regional Occupational Programs Center
Division of Continuing and Career Education
Los Angeles City Unified School District
Los Angeles, California 90012
(213) 687-4684

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

1. Up-to-date information is generally not transmitted, but student-employee-teacher contact provides for realistic, up-to-date transmittal of job information that educational institutions often lack.

2. The employee-volunteer instructor benefits include the awarding of honorary teaching credentials, letters of commendation, etc.

INTENT OF PROGRAM

To supplement regular school-based instruction in certain occupational areas to help youth develop sophisticated job skills for immediate full-time employment or part-time employment to support a continuing education.

DESCRIPTION OF PROGRAM

This project provides supplementary occupational education by certified teachers and employees of various companies at different work sites across the city. The sessions are open-entrance, open-exit, and are planned by the teacher and employee. Currently, approximately 4,000 students are participating in about 223 different classes. An estimated 80 companies and several district schools are providing work sites. Classes are conducted after school hours, late afternoons, and/or Saturdays. Students go to the sites for a total of 4 to 15 hours per week according to the hours needed to obtain skill in a particular occupation.

EDUCATION LEVEL AND TYPE

Secondary Vocational Educational Program.

HOW AND WHEN ESTABLISHED

Members of the Los Angeles Unified School District saw a need for supplementary occupational education and initiated this program in 1967. Later, the California State Legislature maintained an interest in the project and provided funds for the continuation of it.

ORGANIZATIONS INVOLVED

Los Angeles Unified School District and local business and industry.

FUNDING

This program is funded with local and state tax money as authorized by state law. The 1974-75 budget is approximately $725,000.

IMPACT

Students are able to relate specific school-based instruction to the world of work.

Students recognize needs for certain school-based instruction as it relates to their chosen career.

Students learn that the large, cold, ominous-looking industrial plant is actually made up of warm, friendly people internally.

Students experience realistic environment, employee cooperation, behavioral attitudes, dress standards, etc.

Minority students see minority people in supervision, administration, and other well-advanced positions of responsibility.

School employees (certificated teachers) learn new skills which they take back to the classroom and subsequently to the school-based curriculum.

Many scholarships have been initiated by business and industry organizations for (deserving) young people in the program.

INTEGRATION

..... the situation where education and work become a single process and the individual learns and earns simultaneously.

TITLE City-As-School

LOCATION New York, New York

CONTACT PERSON

Frederick J. Koury, Director
City-As-School
59 Schermerhorn Street
Brooklyn, New York 11201
(212) 858-1004

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

Numbers of young people find the traditional classroom education format unsatisfactory and profit by exposure to the wide array of learning resources in New York City.

INTENT OF PROGRAM

To help those students who wish to merge learning and experience more closely outside the traditional learning structure.

DESCRIPTION OF PROGRAM

City-As-School is a high school without walls that was planned by students and teachers. Students who have been interviewed and accepted by a group of student planners participate in a variety of work experiences. While students are participating in the program, attendance is monitored. The student's progress and attendance record is sent to his home school. Most organizations participating in the program have accepted a nine-week learning and activity period. The tenth week of each cycle is devoted to guidance and counseling, testing, and preparation for the next cycle. Each student's activity is evaluated and credit awarded.

EDUCATION LEVEL AND TYPE

High school

HOW AND WHEN ESTABLISHED

The operational planning of City-As-School began at the beginning of 1972 through a grant from The Ford Foundation.

ORGANIZATIONS INVOLVED

New York City Board of Education

FUNDING

The 1974-75 budget of $200,000 comes entirely from local Board of Education funds.

IMPACT

One of the strengths of CAS is in its organic structure. Students linked with dozens of learning experiences at various organizations throughout the

city during their CAS career are given maturing experiences not ordinarily obtained in a more restrictive educational setting. They are called on to work at interpersonal relationships in a real world and make decisions based on real and immediate situations.

TITLE Community Experiences for Career Education, Inc. $(CE)_2$

LOCATION Tigard, Oregon

CONTACT PERSON

Jerry Beier
Community Experiences for Career Education, Inc.
11850 S.W. King James Place
Tigard, Oregon 97223
(503) 639-8850

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

Planners and developers of the experience-based model recognize that:

1. The community is a rich educational resource.

2. Many students perform more satisfactorily in an environment that stresses personal responsibility, learning by doing, and "real" rather than "simulated" experiences.

INTENT OF PROGRAM

This federally sponsored project is intended to develop an educational model wherein students spend their junior and senior high school years using the community as their classroom.

DESCRIPTION OF PROGRAM

For 62 students aged 16 through 18, experience-based career education at CE_2 provides an individualized program where most learning occurs in the community. Experience in the learning process, integration of basic skills (mathematics, reading, communication), life skills, and career development, as well as a set of competencies necessary for daily adult living, constitute the program goals. Directed particularly toward the transition from youth to adulthood, the program is governed by a board of directors including employers, labor, parents, students, and the local school district. Staff members at the CE_2 learning center (located in a professional building) assess student needs, prescribe learning activities and resources in the community, evaluate with the direct aid of other adults in the community, and help students integrate the effects into affective behavioral changes. Successful completion of the program results in a standard high school diploma.

EDUCATION LEVEL AND TYPE

High school

HOW AND WHEN ESTABLISHED

The project began in the fall of 1972 as one of four sites for developing the federal Experience-Based Career Education model. It is sponsored by the NIE.

ORGANIZATIONS INVOLVED

Northwest Regional Educational Laboratory, NIE, Tigard, Oregon school district

FUNDING

A three-year project sponsored by NIE funded at the level of $274,258 for the period September 1, 1974 - August 31, 1975.

IMPACT

The CE_2 program offers knowledge, materials, products, and guidelines for school districts and communities interested in tapping the rich learning potential of the entire community. Basic impact is in the area of planning and monitoring such learnings, but in addition the delivery system:

1. Provides for direct experience in the learning process.

2. Emanates from the needs of the individual through the clinical mode of assessment, prescription, evaluation and integration.

3. Provides mechanisms for both cognitive and affective learnings.

4. Supports an alternative school program that accommodates all youngsters, whatever their learning needs.

5. Provides extractable pieces in the areas of basic skills, and contemporary life skills and competencies, and the integration of career considerations with the student's total development.

6. Provides for the integration of guidance in instruction.

7. Demonstrates a unique marriage between the business community and the learning process; the private economic sector, parents, students, and staff form a partnership.

8. Demonstrates a balance between structure and personal negotiation to facilitate the transition from youth to adulthood.

9. Integrates the process of career exploration, career decision-making, and job-skills training.

The program has been designed in cooperation with the Northwest Regional Educational Laboratory as a part of the National Institute of Education's work in career education development. As a first step toward dissemination, materials to help other communities to install the CE_2 system are being completed, and NWREL is now working with five northwest states to field-test the program in their schools.

TITLE Ohio State University School of Journalism

LOCATION Ohio State University

CONTACT PERSON

William E. Hall, Director
Ohio State University School of Journalism
242 West 18th Avenue
Columbus, Ohio 43210
(614) 422-6291

SPECIFIC PROBLEMS PROGRAM IS INTENDED TO ADDRESS

The learning environment of the OSU School of Journalism is intended to expose students to actual job conditions and thereby provide adequate skill preparation. The placement process is more successful as a result.

INTENT OF PROGRAM

To provide experiences to students that simulate to a great extent the working world and to develop mechanisms to optimize the chance for successful job placement.

DESCRIPTION OF PROGRAM

The school has a large internship program in which students spend at least two quarters working on the student newspaper, the campus radio and TV stations, or the like. Because OSU enrolls approximately 50,000 students annually and thus has most of the trappings of a medium-size city, the internships provide work in a difficult, but very "real" milieu. Like most other professional schools, the school also has its own placement office that both places students and conducts follow-up evaluations. The faculty have systematized the practice of lunching with all college recruiters not only to "sell" their students but also to remain current on employment needs and trends.

EDUCATION LEVEL AND TYPE

Public university

HOW AND WHEN ESTABLISHED

The School of Journalism was established in 1914, and the procedures described below evolved over time.

ORGANIZATIONS INVOLVED

Ohio State University School of Journalism

FUNDING

Departmental funds.

IMPACT

The value of the program is being demonstrated graphically right now. The journalism job market is extremely tight, very few positions are being advertised, and on-campus recruiting has been sharply curtailed. However, jobs are opening up for OSU graduates, and alumni are providing information on many of these opportunities.

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